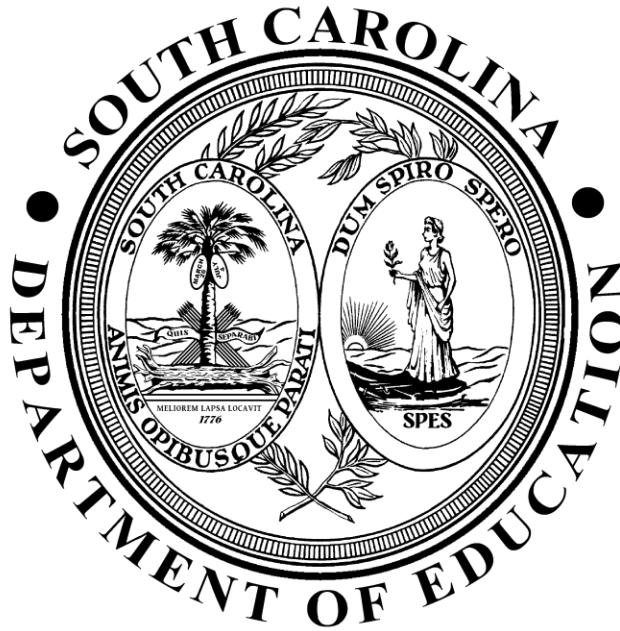


**STATE OF SOUTH CAROLINA  
DEPARTMENT OF EDUCATION**

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*STATE SUPERINTENDENT OF EDUCATION*



**South Carolina State Reading Plan  
and Annual Proficiency Update**

Report to the S.C. State Board of Education and General Assembly

Pursuant to Act 284

June 2019

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## **Reporting Requirements**

The South Carolina Department of Education (SCDE) provides this 2019 revision to the *South Carolina State Reading Plan* (hereafter referred to as the State Reading Plan) and annual proficiency update in compliance with Act 284 of 2014, which reads, in part, as follows:

§59-155-130 (9): The Read to Succeed Office must...provide an annual report to the General Assembly regarding the implementation of the South Carolina Read to Succeed Act and the State and the district's progress toward ensuring that at least ninety-five percent of all students are reading at grade level.

§59-155-140 (A)(2): The state plan must be based on reading research and proven-effective practices, applied to the conditions prevailing in reading-literacy education in this State, with special emphasis on addressing instructional and institutional deficiencies that can be remedied through faithful implementation of research-based practices. The plan must provide standards, format, and guidance for districts to use to develop and annually update their plans, as well as to present and explain the research-based rationale for state-level actions to be taken. The plan must be updated annually and must incorporate a state reading proficiency progress report.

Revisions have been incorporated into this version of the State Reading Plan. Annual implementation and proficiency information is also included.

## Introduction

On February 11, 2015, the State Board of Education adopted the *Profile of the South Carolina Graduate* to help ensure all students in South Carolina graduate prepared for success in college, careers, and citizenship. The *Profile* outlines the world-class knowledge, world-class skills, and life and career characteristics necessary for our children to be successful in the global marketplace.

Figure 1: *Profile of the South Carolina Graduate*



*Note:* The *Profile of the South Carolina Graduate* represents the SCDE's vision for student learning in the state, and has been adopted by a wide body of stakeholders and the state's General Assembly.

*Source:* South Carolina Department of Education. (2017). Retrieved from <http://ed.sc.gov/newsroom/profile-of-the-south-carolina-graduate/>.

Foundational to the knowledge and skills outlined in the *Profile* is the ability to read proficiently. It is imperative that the state move forward with urgency to ensure South Carolina students achieve proficiency in reading and writing. The SCDE, districts, and schools work toward this common vision through the State Reading Plan, which is intended to guide districts and their schools in the design, implementation, and evaluation of literacy-focused instruction and interventions. The SCDE continuously refines and builds upon the State Reading Plan and provides districts with support and additional guidance as needed.

Act 284 of 2014 (Read to Succeed) was created to address literacy performance in our state and put in place a comprehensive system of support to ensure South Carolina's students graduate on time with the literacy skills they need to be successful in college, careers, and citizenship. Research is clear that students who are not proficient readers by third grade are more likely to struggle academically, greatly reducing their chances of graduating from high school, going to college, or successfully participating in a twenty-first century high-skill economy. This is not an English language arts (ELA) issue alone; students who are struggling readers are less able to access content in all areas of learning, including science and mathematics.

There have been several statewide efforts to address the needs of our struggling readers over the past decade. Four major literacy challenges that affect the reading achievement of South Carolina

students were identified in *Literacy Matters* (2011) and by the South Carolina Literacy Panel. These four challenges include:

1. low student achievement in reading and writing,
2. literacy achievement gaps among demographic groups,
3. summer reading achievement loss, and
4. a limited number of exemplary literacy classrooms.

A focus on these challenges informs the Read to Succeed legislation, the State Reading Plan, and the work of the state Read to Succeed Office, undertaken as the Office of Early Learning and Literacy (OELL) in the SCDE.

This update of the State Reading Plan is built upon the original 2015 version, which reflects input and feedback from stakeholders in educational organizations, districts, and schools. The original 2015 version also includes information on characteristics of exemplary literacy classrooms and connects the Reading Plan to the *South Carolina College- and Career-Ready Standards for English Language Arts* (SCDE, 2015). This 2018–19 version is condensed to make information more accessible, inform current expected district action, and focus on provision of proficiency data.

### **Overview of Read to Succeed**

In June 2014, the South Carolina General Assembly passed Read to Succeed, excerpted in Appendix A, as a significant step toward closing the state’s achievement gap and increasing opportunities for all students in South Carolina. The goal of Read to Succeed is to ensure all students graduate from high school with the reading and writing skills they need to be college- and career-ready. Read to Succeed legislation is comprehensive, systematic, and affects every educator and student in the state through eight components:

1. State, district, and school reading plans,
2. Third grade progression,
3. Summer reading camps,
4. Provision of reading interventions,
5. Requirements for in-service educator endorsements,
6. Early learning and literacy development,
7. Teacher preparation, and
8. Reading coaches.

Beginning with the 2017–18 school year, the Read to Succeed law requires that a third grade student must be retained if the student fails to demonstrate reading proficiency at the end of the third grade. The law aims to ensure that by third grade, all South Carolina students have had their individual literacy needs identified and met through appropriate and successful interventions. Additionally, it calls for all teachers to have the tools, skills, and knowledge they need to effectively assess and analyze data and to provide those targeted interventions.

The law’s focus on early learning and literacy development through the Child Early Reading Development and Education Program (CERDEP) demonstrates a commitment that students receive a successful start in kindergarten. CERDEP funds a full-day early childhood program for at-risk four-year-olds in high poverty and *Abbeville* litigation districts to support their readiness

for school success. In addition, the state funds full-day 5K and districts provide 4K services through funding under the Education Improvement Act (EIA) and local dollars.

Read to Succeed ensures that students who are unable to read and comprehend on grade level will be identified as early as possible and be provided with targeted support from all classroom teachers, not just those specializing in ELA or Reading. Read to Succeed requires that all educators have the knowledge and skills they need to assess and address student reading problems effectively. To this end, the law mandates requirements for teacher preparation, coursework for in-service educators, and the establishment of reading coaches in schools.

Reading plans, beginning with the State Reading Plan, cohesively guide the work of the SCDE, districts, and schools across all components of the law and must be well- grounded in research and best practices in order to make the vision of Read to Succeed a reality in South Carolina.

### **The Every Student Succeeds Act (ESSA) State Goals**

In 2015, Congress passed the Every Student Succeeds Act (ESSA) to amend the Elementary and Secondary Education Act (ESEA). ESSA requires state education agencies (SEAs) complete a state plan outlining education accountability metrics and evidenced-based interventions.

The South Carolina Consolidated State Plan includes the following transformational goals and benchmarks:

Figure 2: South Carolina ESSA Goals and Benchmarks

### South Carolina Transformational Goals and Benchmarks

To meet the Profile of the South Carolina Graduate (the Profile), the state will set two overarching long term goals and report on the progress of key indicators along the continuum of a student's journey through the educational system from birth through career.

<p><b>Goal One</b></p> <p>By 2035, 90 percent of students will graduate “college, career, and citizenship ready” as outlined in the <i>Profile of the South Carolina Graduate</i>.</p>
<p><b>Goal Two</b></p> <p>Beginning with the 2020 graduating class, the state, each district, and each high school should increase by five percent annually the percentage of students who graduate ready to enter postsecondary education to pursue a degree or national industry credential without the need for remediation in mathematics or English.</p>



Source: South Carolina Consolidated State Plan (2018). Retrieved from: <https://ed.sc.gov/newsroom/every-student-succeeds-act-essa/consolidated-state-plan-approved-by-usde-on-may-3-2018/>.

The Academic Achievement component of the Consolidated State Plan includes the following literacy state goals for students in grades 3–8:

- By 2035, 90 percent of students will score at Level 2 or higher on the ELA state summative assessment.
- By 2035, 70 percent of students will score at Level 3 or higher on the ELA state summative assessment.

While student subgroup performance is not included as part of the state’s ESSA literacy goals, the state does report publicly on academic achievement by subgroup. To maintain consistency from previous proficiency reports, we include subgroup performance data in this year’s report.

### **State Reading Plan Actions**

Reading is a complex and purposeful socio-cultural, cognitive, and linguistic process in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic and text, and their knowledge of culture to construct meaning with text (Fisher and Frey, 2013; Frey, Fisher, & Nelson, 2013).

In accordance with the Read to Succeed Act, the SCDE developed the initial State Reading Plan in 2015. The full reading plan may be found here:

[https://ed.sc.gov/scdoe/assets/File/instruction/read-to-succeed/Reading%20Plans/SC\\_State\\_Reading\\_Plan\\_2015-06-10\\_Final.pdf](https://ed.sc.gov/scdoe/assets/File/instruction/read-to-succeed/Reading%20Plans/SC_State_Reading_Plan_2015-06-10_Final.pdf).

The State Reading Plan lists eight core actions the state will undertake to improve literacy performance statewide. These actions reflect an intentional focus on the teaching of reading for all students, with intervention strategies to support struggling readers.

Action 1: Provide professional learning that supports all pre-kindergarten through grade twelve educators in understanding and implementing the characteristics of exemplary literacy classrooms.

Action 2: Build a comprehensive assessment system that helps teachers make a clear connection between curriculum, assessment, and student data in order to develop effective instructional strategies.

Action 3: Provide research-based strategies for summer programs to districts and activities for parents to help prevent summer reading loss.

Action 4: Provide access to professional learning needed for Read to Succeed endorsements and other licensure requirements to help districts and schools train, reward, and retain effective teachers and reading coaches.

Action 5: Foster partnerships to communicate the Read to Succeed goals and to promote literacy achievement from birth to grade twelve through collaboration efforts with stakeholders that include community organizations, businesses, and state agencies.

Action 5.1: Involve parents and family members in their children’s education early.

Action 5.2: Continue to involve parents and family members in their children’s literacy development through elementary, middle, and high school.

Action 6: Strengthen language and literacy instruction in pre-kindergarten programs by



providing professional learning in evidence-based, intentional curricula and by providing resources for literacy-rich classroom environments.

Action 6.1: Expand accessibility to pre-kindergarten programs for all low-income students through partnerships with school districts and public and private partners that provide quality preschool experiences.

Action 6.2: Provide comprehensive professional development, particularly in early literacy and social-emotional development, for early childhood educators in public schools, and partner with First Steps, the Department of Social Services, and Head Start programs to support their efforts at the same level.

Extensive research rationales for each of the SCDE actions in the State Reading Plan are provided in the original reading plan. In the 2015 original version, the SCDE also stated it was considering the addition of two additional performance measures; these actions were added during the 2016–17 school year.

Action 7: Improve the ability of South Carolina educators and/or schools to assess and identify the reading difficulties of their students.

Action 8: Improve the ability of South Carolina educators and/or schools to provide effective instruction and interventions.

A detailed description of the 2018–19 implementation of the State Reading Plan actions is provided in Appendix C.

### **District Reading Plans**

District reading plans, required by the Read to Succeed Act, must be aligned with the State Reading Plan and reflect district and school actions related to literacy.

In 2016, the OELL revised the format for the submission of reading plans and created *District and School Level Exemplary Literacy Reflection Tools*. These tools support districts and schools when monitoring the implementation of reading plans, the setting of specific, measurable, attainable, relevant and timely (SMART) goals, and development of action steps for the school year. Beginning in April 2017, districts submitted their reading plans to the SCDE as part of their regular district strategic plans, in addition to providing district goals and requested data that were aligned to the state goals in this document. Each district's pre-kindergarten through grade twelve self-reflection tool addressed the following as required in the Read to Succeed legislation:

- Documented and monitored the reading and writing assessment and instruction planned for all PK–12 students, as well as the interventions in PK–12 provided to all struggling readers who are not able to comprehend grade-level texts;
- Provided supplemental instruction by teachers who have a literacy teacher add-on endorsement and is offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp (SRC), or both;
- Utilized a system for helping parents understand how they can support the student

- as a reader at home;
- Provided for the reading and writing achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data;
- Ensured that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students;
- Provided teacher and administrator training in reading and writing instruction;
- Developed strategically planned partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, community partners, and school media specialists to promote reading and writing; and
- Embedded practices reflective of exemplary literacy-rich environments.

Read to Succeed requires districts to submit a variety of data to the SCDE. The SCDE may request additional data in the district plan to help gauge state and district progress and plan for district support. Some of the data required under the law may be asked for in the district's reading plan, while other data may be requested in other formats, such as through PowerSchool or an online portal at more appropriate or timely points in the school year. Under particular components of the law, districts and schools are also required to provide data and information to parents and stakeholders. Specific direction is provided by the SCDE as appropriate in relation to these requirements.

The SCDE will coordinate to leverage current funding and advocate for funding needed in the next five to ten years to meet the goals of the State Reading Plan. As districts refine their reading plans, they are encouraged to consider the following funding streams to support their plans: EIA funds for students at risk of school failure, EIA funds specifically for reading, lottery funds for K–5 reading, summer reading camp funds, Title I, Title I direct student services grants, other grants and foundation funds, and business donations.

During the 2017–18 school year, based on feedback from the field and several stakeholder groups, the OELL created a district literacy reflection tool and revised 2017–18 reading plan template to better reflect the needs of districts and schools. District-level materials are based on the goals and actions outlined in the State Reading Plan. The Read to Succeed team provided technical assistance on the use of the literacy reflection tool to guide the assessment of implementation and refinement of district goals and strategies. The OELL continued to use this reading plan template during the 2018–19 school year. The template may be found here:

<https://ed.sc.gov/instruction/early-learning-and-literacy/read-to-succeed1/reading-plans-state-district-and-school/>.

Read to Succeed requires that all district reading plans be reviewed and approved by the SCDE. Districts are expected to assess implementation and revise their plans annually as needed. Revised district plans are submitted to the SCDE in the spring as part of the regular district strategic plan. The SCDE provides district reading plan feedback within twenty business days.

Read to Succeed requires that a district that does not submit a plan or whose plan is not approved does not receive any state funds for reading until it submits a plan that is approved. The SCDE may direct a district that is persistently unable to prepare an acceptable reading plan

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or to help all students comprehend grade-level texts to enter into a multidistrict or contractual arrangement to develop an effective intervention plan. Support to draft, revise, and enact annual reading plan goals is provided by Literacy Specialists and the OELL staff.

### **School Reading Plans**

Schools reading plans contain literacy goals that are aligned with the goals presented in the district reading plan. In 2017–18, the OELL developed school literacy reflection tools that are differentiated based on grade span. This spring, schools assessed the implementation of their previous reading plans and refined their 2019–20 plans using the appropriate literacy reflection tool. Districts and schools are encouraged to use this planning process to hold themselves accountable to their communities and drive continuous improvement related to reading. The SCDE encourages each school to include the school reading coach and other stakeholders in the implementation, assessment, and refinement of the school reading plan.

The school implementation plan should be sufficiently detailed to provide practical guidance for classroom teachers and other instructional staff. This guidance should be related to the critical reading and writing needs of all students in the school. School plans are updated annually.

### **State Proficiency Update**

A state reading proficiency progress report is required under the Read to Succeed Act. The following data comes from the 2017–18 school year unless otherwise noted.

#### *Early Learning (K-2)*

##### Kindergarten Readiness

In 2017, South Carolina began using the Kindergarten Readiness Assessment (KRA) to measure school readiness for all students entering public kindergarten. The KRA determines each child's readiness level from an evaluation of four domains: Social Foundations, Language/Literacy, Mathematics, and Physical Well-Being. The KRA provides a snapshot of students' abilities at the beginning of the school year. Statewide, approximately 36 percent of incoming kindergarteners demonstrated overall readiness in the four KRA domains.

*Table 1: KRA Results by Percentage of Kindergarteners, 2017–18*

<b>Readiness Level</b>	<b>Overall</b>	<b>Social Foundations</b>	<b>Language and Literacy</b>	<b>Mathematics</b>	<b>Physical Well-Being</b>
Emerging Readiness	26	28	23	31	28
Approaching Readiness	38	27	43	38	24
Demonstrating Readiness	36	45	34	31	48

Source: Education Oversight Committee (2018) State-Funded Full-Day 4K. Retrieved from: <https://www.scstatehouse.gov/reports/EducationOversightComm/Evaluation%20of%20Full-Day%204K,%20FY2016–17%20&%20FY2017–18-Final.pdf>

In September 2018, the South Carolina Education Oversight Committee (EOC) released a proposed goal of three percent annual growth in the percentage of entering kindergarteners who demonstrate readiness on the KRA. The performance goals are included below.

*Table 2: EOC KRA Performance Goals*

<b>Year</b>	<b>Readiness Percentage Goal</b>
2017–18	36 (Benchmark)
2022–23	51
2027–28	66
2032–33	81
2037–38	96

Source: Education Oversight Committee (2018). KRA Recommendations. Retrieved from: <https://www.eoc.sc.gov/Reports%20%20Publications/KRA%20Report.June%202018/KRA%20Brief%20for%20Legislators.08162018.pdf>

### *Elementary and Middle Grades (3–8)*

#### SC Ready

In 2016, South Carolina began administering the SC Ready assessment in English Language Arts (ELA) and mathematics to students in grades 3–8. During the 2017–18 school year, student performance in ELA remained consistent from the prior year across grade levels, with a small overall increase in the percentage of students scoring Meets or Exceeds.

*Table 3: SC Ready ELA Results for Grades 3–5, 2017–18*

<b>Grade</b>	<b>Does Not Meet</b>	<b>Approaches</b>	<b>Meets</b>	<b>Exceeds</b>	<b>Meets or Exceeds</b>
3	23.2	31.7	28.3	16.8	45.2
4	28.2	28.0	24.6	19.2	43.9
5	27.5	33.6	26.0	12.9	38.9
6	25.5	34.6	24.6	15.3	39.9
7	28.9	31.0	23.9	16.3	40.1
8	29.1	31.6	23.1	16.2	39.2

Source: SCDE (2018) SC Ready ELA Results. Retrieved from: <https://ed.sc.gov/data/test-scores/state-assessments/sc-ready/2018/State-Scores-By-Grade-Level/?ID=9999999>.

The Read to Succeed Act specifically addresses the importance of third grade reading performance. Third grade is a pivotal year for a child’s literacy development, as research suggests that once students fall behind in literacy skills in the early years, they often fail to develop proficiency with reading and comprehension in later grades. In 2017–18, third-graders performed similarly in ELA to students in other grade levels, with an increase in the number the students scoring Meets or Exceeds from the prior year.

*Table 4: Percentage of SC Ready Third Grade ELA Scores, 2016–18*

<b>SC Ready Score Level</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Does Not Meet	22.2	26.1	23.2
Approaches	34.1	31.8	31.7
Meets	29.3	26.5	28.3

<b>SC Ready Score Level</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Exceeds	14.4	15.6	16.8
<i>Meets or Exceeds</i>	<i>43.7</i>	<i>42.1</i>	<i>45.1</i>

Source: SCDE (2018). SC Ready ELA Results. Retrieved from: <https://ed.sc.gov/data/test-scores/state-assessments/sc-ready/>.

While the state does not include student subgroup performance as part of the ESSA literacy goals, subgroup performance is still reported annually. The state is required to report on the performance of economically disadvantaged students, students with disabilities, students of various racial and ethnic groups (White, African American, Hispanic, Asian/Pacific Islander, and Native American students), and English language learners (EL). Additionally, the state reports on the performance of migrant students.

Achievement gaps persist for multiple student subgroups across grade levels. During the 2017–18 school year, 22 percent of African-American students in grades 3–8 scored Meet or Exceeds on the SC Ready ELA assessment, compared to 54 percent of White students.

*Table 5: Percentage of Students in Grades 3–8 Scoring Meets or Exceeds on SC Ready ELA by All Students and Subgroup, 2017–18*

<b>Subgroup</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<i>All Students</i>	<i>45.2</i>	<i>43.9</i>	<i>38.9</i>	<i>39.9</i>	<i>40.1</i>	<i>39.2</i>
Economically Disadvantaged	33.4	32.0	26.9	26.8	27.2	26.3
Students with Disabilities	15.4	11.3	8.1	5.7	5.3	4.9
White	59.0	57.8	52.2	53.3	52.9	51.3
African American	26.9	25.5	20.5	20.4	21.2	20.4
Hispanic	34.2	34.5	30.7	32.4	31.7	31.6
Asian/Pacific Islander	68.0	66.0	63.3	65.4	67.0	62.9
Native American	44.3	40.1	28.0	43.7	31.5	29.3
Two or More Races	46.0	44.6	42.1	41.7	40.2	38.4
Migrant	15.6	21.4	25.9	6.7	15.4	23.5
English Language Learners	27.3	31.7	28.4	30.1	29.3	26.4

Source: SCDE (2018). SC Ready ELA Results. Retrieved from: <https://ed.sc.gov/data/test-scores/state-assessments/sc-ready/2018/State-Scores-by-Grade-Level-and-Demographic-Category/?ID=999999>.

## *High School*

### Graduation Rate

The 2016–17 school year is the most recent year with available statewide graduation rate data. In 2016–17, 85 percent of high school seniors graduated in four years from a public high school, an all-time high for the state.

### ACT Results

Until the 2017–18 school year, all 11th graders were required by law to take at least one administration of the ACT. Since 2014, the number of students statewide who take the ACT annually has risen from 23,232 to 53,743 in 2018. During the 2017–18 school year, statewide ACT composite scores dropped slightly from the previous year, from an average of 18.7 in 2016–17 to 18.3 in 2017–18. The ACT College Readiness Benchmark Scores are 18 for English and 22 for Reading.

*Table 6: SC ACT Statewide Results, 2017–18*

<b>Average Composite Score</b>	<b>Percent Meeting English Benchmark</b>	<b>Percent Meeting Reading Benchmark</b>	<b>Percent Meeting Math Benchmark</b>	<b>Percent Meeting Science Benchmark</b>
18.3	46%	30%	24%	20%

Source: SCDE (2018) Statewide ACT Results. Retrieved from: <https://ed.sc.gov/newsroom/news-releases/south-carolina-high-school-class-of-2018-act-performance-slips-in-act-report/>

The ACT testing agency provides student subgroup results by race and/or ethnicity. They do not report subgroup results for students in poverty.

*Table 7: SC ACT Student Subgroup Results by Percentage of Students, 2017–18*

<b>Subgroup</b>	<b>Percent Meeting English Benchmark</b>	<b>Percent Meeting Reading Benchmark</b>	<b>Percent Meeting Math Benchmark</b>	<b>Percent Meeting Science Benchmark</b>
<i>All Students</i>	40	29	22	19
White	56	41	33	29
African-American	18	10	6	5
Hispanic	33	25	17	14
Asian/Pacific Islander	61	46	51	39
Native American	26	14	9	8
Two or More Races	46	35	25	21

Source: ACT (2018). *SC ACT Profile Report*.

### SAT Results

In 2017–18, approximately 50 percent of the class of 2018 took the SAT, an increase of 5.7 percent from the prior year. Statewide, students scored 15 points above the national average on the combined total score.

*Table 8: Statewide Average SAT Scores, 2017–18*

<b>SAT Sections</b>	<b>South Carolina</b>	<b>United States</b>
Reading and Writing	543	529
Math	520	520
Total Average Score	1064	1049

Source: SCDE (2018) SC SAT Results, 2017–18. Retrieved from: <https://ed.sc.gov/data/test-scores/national-assessments/sat/>.

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## **Appendix A: Excerpt from Act 284 of 2014, Read to Succeed**

Section 59-155-140(A)(1): The department, with approval by the State Board of Education, shall develop, implement, evaluate, and continuously refine a comprehensive state plan to improve reading achievement in public schools. The State Reading Proficiency Plan must be approved by the board by June 15, 2015, and must include, but not be limited to, sections addressing the following components:

- (a) reading process;
- (b) professional learning to increase teacher reading expertise;
- (c) professional learning to increase reading expertise and literacy leadership of principals and assistant principals;
- (d) reading instruction;
- (e) reading assessment;
- (f) discipline-specific literacy;
- (g) writing;
- (h) support for struggling readers;
- (i) early childhood interventions;
- (j) family support of literacy development;
- (k) district guidance and support for reading proficiency;
- (l) state guidance and support for reading proficiency;
- (m) accountability; and
- (n) urgency to improve reading proficiency.

(2) The state plan must be based on reading research and proven-effective practices, applied to the conditions prevailing in reading-literacy education in this State, with special emphasis on addressing instructional and institutional deficiencies that can be remedied through faithful implementation of research-based practices. The plan must provide standards, format, and guidance for districts to use to develop and annually update their plans, as well as to present and explain the research-based rationale for state-level actions to be taken. The plan must be updated annually and must incorporate a state reading proficiency progress report.

(3) The state plan must include specific details and explanations for all substantial uses of state, local, and federal funds promoting reading-literacy and best judgment estimates of the cost of research-supported, thoroughly analyzed proposals for initiation, expansion, or modification of major funding programs addressing reading and writing. Analyses of funding requirements must be prepared by the department for incorporation into the plan.

(B)(1) Beginning in Fiscal Year 2015-2016, each district must prepare a comprehensive annual reading proficiency plan for prekindergarten through twelfth grade consistent with the plan by responding to questions and presenting specific information and data in a format specified by the Read to Succeed Office. Each district's PK-12 reading proficiency plan must present the rationale and details of its blueprint for action and support at the district, school, and classroom levels. Each district shall develop a comprehensive plan for supporting the progress of students as readers and writers, monitoring the impact of its plan, and using data to make improvements and to inform its plan for the subsequent years. The district plan

piloted in school districts in Fiscal Year 2013-2014 and revised based on the input of districts shall be used as the initial district reading plan framework in Fiscal Year 2014-2015 to provide interventions for struggling readers and fully implemented in Fiscal Year 2015-2016 to align with the state plan.

(2) Each district PK-12 reading proficiency plan shall:

- (a) document the reading and writing assessment and instruction planned for all PK-12 students and the interventions in prekindergarten through twelfth grade to be provided to all struggling readers who are not able to comprehend grade-level texts. Supplemental instruction shall be provided by teachers who have a literacy teacher add-on endorsement and offered during the school day and, as appropriate, before or after school in book clubs, through a summer reading camp, or both;
- (b) include a system for helping parents understand how they can support the student as a reader at home;
- (c) provide for the monitoring of reading achievement and growth at the classroom, school, and district levels with decisions about intervention based on all available data;
- (d) ensure that students are provided with wide selections of texts over a wide range of genres and written on a wide range of reading levels to match the reading levels of students;
- (e) provide teacher training in reading and writing instruction; and
- (f) include strategically planned and developed partnerships with county libraries, state and local arts organizations, volunteers, social service organizations, and school media specialists to promote reading.

(3)(a) The Read to Succeed Office shall develop the format for the plan and the deadline for districts to submit their plans to the office for its approval. A school district that does not submit a plan or whose plan is not approved shall not receive any state funds for reading until it submits a plan that is approved. All district reading plans must be reviewed and approved by the Read to Succeed Office. The office shall provide written comments to each district on its plan and to all districts on common issues raised in prior or newly submitted district reading plans.

(b) The Read to Succeed Office shall monitor the district and school plans and use their findings to inform the training and support the office provides to districts and schools.

(c) The department may direct a district that is persistently unable to prepare an acceptable PK- 12 reading proficiency plan or to help all students comprehend grade-level texts to enter into a multidistrict or contractual arrangement to develop an effective intervention plan.

(C) Each school must prepare an implementation plan aligned with the district reading proficiency plan to enable the district to monitor and support implementation at the school level. The school plan must be a component of the school's strategic plan required by Section 9 59-18-1310. A school implementation plan shall be sufficiently detailed to provide practical guidance for classroom teachers. Proposed strategies for assessment, instruction, and other activities specified in the school plan must be sufficient to provide to classroom teachers and other instructional staff helpful guidance that can be related to the critical reading and writing needs of students in the school. In consultation with the School Improvement Council, each school must include in its implementation plan the training

and support that will be provided to parents as needed to maximize their promotion of reading and writing by students at home and in the community.

## Appendix B: Report on Achievement Goals

The Read to Succeed Act requires an annual report on the state and districts' progress toward ensuring that at least ninety-five percent of all students are reading at grade level.

At the state level, South Carolina has not yet achieved the goal of having at least ninety-five percent of all students statewide reading at grade level. During the 2017–18 school year, the state saw a slight overall increase from the previous year in the percentage of students scoring Meets or Exceeds on the SC Ready ELA assessment.

*Table 9: Percentage of SC Students Scoring Proficient or Above on State Summative Reading Assessments by Grade Level, 2015–16, 2016–17, and 2017–18*

Grade	Assessment <sup>a</sup>	Percent of Students Scoring Proficient or Above		
		2015–16	2016–17 <sup>b</sup>	2017–18
3	SC Ready ELA	43.7	42.1	45.2
4	SC Ready ELA	43.4	40.9	43.9
5	SC Ready ELA	41.2	38.3	38.9
6	SC Ready ELA	41.0	39.7	39.9
7	SC Ready ELA	40.7	36.4	40.1
8	SC Ready ELA	44.7	40.1	39.2
11–12	ACT Reading	28.0	31.0	29.0

*Note:* <sup>a</sup>Proficiency on the SC Ready ELA assessment for grades 3–8 is measured as score of Meets or Exceeds and a score at or above the ACT College Ready Benchmark for Reading for students testing in grades 11 and 12.

*Note:* <sup>b</sup>2016–17 was the first year of mandated online (versus paper-pencil) assessments for grades 3–8.

*Source:* SCDE Test Scores (2019). <https://ed.sc.gov/data/test-scores/>.

## **Appendix C: 2017–18 Implementation of State Reading Plan Actions**

The eight actions listed in the State Reading Plan guide the work of the OELL. This appendix includes a comprehensive list of the actions taken by the OELL to support districts, schools, and educators in implementing the Reading Plan.

Action 1: Provide professional learning that supports all pre-kindergarten through grade twelve educators in understanding and implementing the characteristics of exemplary literacy classrooms. The OELL:

- Provided face-to-face professional learning opportunities through literacy specialists in cohort groups for school-based reading coaches each month;
- Provided on-site support through literacy specialists to administrators, reading coaches, and classroom teachers in the implementation of evidence-based reading instruction and analysis of data to inform instruction;
- Provided on-site technical assistance to individual district and school leadership teams to support them in the development of a systemic plan for the implementation of instructional best practices as defined by the South Carolina Literacy Competencies;
- Revised district and school reading plan templates based on input from stakeholder groups;
- Continued to implement the revised district and school literacy reflection tool as part of the district and school reading plan process;
- Provided technical assistance sessions to support districts with the streamlined reading plan process; and
- Analyzed district reading plans and provided feedback to all districts.

Action 2: Build a comprehensive assessment system that helps teachers make a clear connection between curriculum, assessment, and student data in order to develop effective instructional strategies. The OELL:

- Provided face-to-face as well as virtual technical support and guidance as districts developed comprehensive, evidence-based reading plans;
- Worked with K–12 research organizations to develop a statewide plan for implementation of a Multi-Tiered System of Supports (MTSS);
- Assisted districts with the implementation of the KRA;
- Provided technical assistance to districts for summer reading camps; and
- Provided directions and feedback for district and school reading plan submissions.

Action 3: Provide research-based strategies for summer programs to districts and activities for parents to help prevent summer reading loss. The OELL:

- Provided regular face-to-face updates on Read to Succeed implementation to superintendents, instructional leaders, South Carolina Leaders of Literacy (SCLL), and administrators;
- Provided monthly updates for Read to Succeed at the South Carolina Association of School Administrators (SCASA) Early Childhood Roundtable;
- Conducted webinars to provide updates and technical assistance in support of

summer reading;

- Updated and streamlined student data reporting for 2018 summer reading camps;
- Continued to use the revised onsite summer reading camp monitoring tool and protocol to more accurately reflect instruction; and
- Provided onsite support and professional development through literacy specialists for educators and administrators on implementation of the reading, writing, and research workshop for summer reading camps.

Action 4: Provide access to professional learning needed for Read to Succeed endorsements and other licensure requirements to help districts and schools train, reward, and retain effective teachers and reading coaches. The OELL:

- Approved coursework for in-service teachers to prepare them for helping all students comprehend grade-level texts;
- Provided teachers access to online courses leading to completion of the Read to Succeed endorsement; and
- Provided training, books, and resources by OELL literacy specialists to state-funded reading coaches leading to the Read to Succeed Literacy Teacher endorsement and Literacy Coach endorsement.

Action 5: Foster partnerships to communicate Read to Succeed goals and to promote literacy achievement from birth to grade twelve through collaboration efforts with stakeholders that include community organizations, businesses, and state agencies. The OELL:

- Collaborated with the Office of Grants and the EOC to award and monitor \$700,000 in Community Partnership Grants to twenty-five districts;
- Hosted internal and external stakeholder group work sessions to provide guidance and feedback pertaining to intervention, third grade retention, and district reading plans;
- Implemented the Family Engagement Action Plan; and
- Continued to promote the Family Engagement Website on the OELL webpage.

Action 6: Strengthen language and literacy instruction in pre-kindergarten programs through professional learning in evidence-based, intentional curricula and by providing resources for literacy-rich classroom environments. The Early Learning team within OELL:

- Collaborated with the Office of Assessment to support trainings for 4K and 5K assessments;
- Collaborated with the Office of Research and Data Analysis to offer PowerSchool trainings on summer and expanded year enrollment in pilot CERDEP districts;
- Monitored 292 4K classrooms throughout the school year;
- Provided virtual and onsite support through literacy specialists to CERDEP and EIA 4K districts;
- Provided professional development opportunities on topics such as curricula, assessment, language and literacy rich environments, Early Language and Literacy Classroom Observation (ELLCO) monitoring tool, and emergent literacy skills;

- Continued to support the implementation of the South Carolina’s Early Learning Standards (SC-ELS) through professional development opportunities and virtual resources;
- Collaborated with various early learning state-level stakeholders to develop South Carolina’s successful application for the Preschool Development Grant;
- Worked with the Office of First Steps to develop a plan for increased collaboration on recruitment and training; and
- Updated the Child Recruitment Document that provided CERDEP districts strategies for recruiting students for 4K.

Action 7: Improve the ability of South Carolina educators and/or schools to assess and identify the reading difficulties of their students. The OELL:

- Collaborated with the Office of Special Education Services to begin implementation of MTSS statewide, including use of universal screeners to identify reading difficulties in students;
- Provided virtual and in-person trainings and support on identifying and supporting students with reading difficulties; and
- Planned the curriculum for online training through VirtualSC for the 2018–19 school year.

Action 8: Improve the ability of South Carolina educators and/or schools to provide effective instruction and interventions. The OELL:

- Hosted the annual Leaders Making Readers Literacy Symposium;
- Updated the Third Grade Guidance Retention document with annual revisions based on feedback from the field;
- Published and posted the revised Third Grade Retention Guidance Document with expanded resources, including sample parent letters, and portfolios;
- Provided technical assistance sessions on summer reading camp and the Microsoft Access database;
- Delivered presentations at various conferences and roundtable group meetings.